



Date of Issue: September 01, 2026

**Expression of Interest: Provision of the I Belong
Programme Cultural Orientation course, required
for Long-Term Residence Permit as per Subsidiary
Legislation 217.05 – Status of Long-Term Residents
(Third Country Nationals) Regulations**



Contents

1. General Scope of the Expression of Interest	3
1.1. Aim of the Expression of Interest	3
1.2. Background Information on the Human Rights Directorate	3
1.3. Purpose of this EOI	3
1.4. Entities Responsible	4
2. Eligibility of Applicant Institutions	4
2.1. Minimum Programme Requirements	4
2.2. Programme Aim	4
2.3. Programme Structure	5
3. Eligibility of Learners	6
3.1. Target Group	6
3.2. Course Completion Requirements	6
3.3. Recognition for Long-Term Residence Purposes	7
4. Quality Assurance	7
4.1. Monitoring and Oversight	7
4.2. Contractual Safeguards, Compliance and Risk Management	7
5. Selection and Award Requirements	9
5.1. Methodology Requirements	9
5.2. Assessment of Methodologies	9
5.3. Submission of Interests	10
5.4. Clarification Requests	10
5.5. Timetable	10
5.6. Rights of Refusal	10
5.7. Costs	11
5.8. Post-Selection Process	11
Annex I: Curriculum Framework for the I Belong Cultural Orientation Course	12
Annex II: Assessment Framework	68



1. General Scope of the Expression of Interest

1.1. Aim of the Expression of Interest

- 1.1.1. The Human Rights Directorate (HRD) invites further and higher educational institutions¹ recognised as self-accrediting or holding a valid licence issued by the Malta Further and Higher Education Authority (MFHEA) (hereinafter referred to 'educational institutions'), to submit an Expression of Interest (EOI) to deliver the *I Belong Cultural Orientation* course in accordance with the requirements of [Subsidiary Legislation 217.05 – Status of Long-Term Residents \(Third Country Nationals\) Regulations](#) (hereafter referred to as S.L. 217.05), Clause 5(3)(a).
- 1.1.2. Participating educational institutions will contribute to Malta's national [Integration Strategy and Action Plan \(2025-2030\)](#) by providing tailored intercultural education, falling under the *I Belong Programme*, to Third-Country Nationals (TCNs) and other persons not of Maltese nationality.
- 1.1.3. This EOI does not bind the Contracting Authority to award any contract, to select any applicant, or to enter into any agreement.

1.2. Background Information on the Human Rights Directorate

- 1.2.1. The HRD, currently within the Ministry for Equality and Civil Rights (MER), is responsible for Malta's integration and anti-racism portfolio. The Directorate coordinates policies and programmes that advance equal opportunities, foster social inclusion, and safeguard fundamental rights, aligning its approach with Maltese, EU and international legal frameworks.
- 1.2.2. HRD owns and manages the *I Belong Programme* – the national integration programme – which consists of integration conditions required for Long-Term Residence Status applications. The *I Belong Programme* is an integral component of the [Integration Strategy and Action Plan \(2025 – 2030\)](#).

1.3. Purpose of this EOI

This EOI invites educational institutions to:

- 1.3.1. Submit their interest in delivering the *I Belong Cultural Orientation* course in accordance with the requirements of Clause 5(3)(a) of the [Subsidiary Legislation 217.05 – Status of Long-Term Residents \(Third Country Nationals\) Regulations](#).

¹ As specified in the [Further and Higher Education Act 607](#).



- 1.3.2. Demonstrate relevant experience and institutional capacity.
- 1.3.3. Understand and comply with the EOI requirements.
- 1.3.4. Adhere strictly to the curriculum established by the HRD, as outlined in Annex I.
- 1.3.5. Deliver the *I Belong Cultural Orientation* course with a primary focus on intercultural education designed to support adult TCNs in their integration into Maltese society.

1.4. Entities Responsible

Entity	Responsibility
Human Rights Directorate (HRD)	Programme owner and contracting/programme authority.
Malta Further and Higher Education Authority (MFHEA)	Licensing and quality assurance regulator.
Identità	Verification of residence-related requirements.
Department of Examinations	Administration of the final centralised examination.
Educational Institutions	Course providers.

2. Eligibility of Applicant Institutions

2.1. Minimum Programme Requirements

- 2.1.1. Interested educational institutions are required to submit a methodology document not exceeding 5,000 words by **October 31, 2026 at 17:00 (CET)**.
- 2.1.2. Notwithstanding the closing deadline, applications submitted after this date may still be considered at the discretion of the Contracting Authority, subject to programme requirements and availability. The Contracting Authority is under no obligation to assess late submissions.
- 2.1.3. This EOI is open exclusively to Further Education Institutions and Further and Higher Education Institutions recognised as self-accrediting or holding a valid licence issued by MFHEA², as applicable.

2.2. Programme Aim

- 2.2.1. The overall aim of the *I Belong Cultural Orientation* course is to equip learners with foundational knowledge of Malta's social, cultural, historical, economic, democratic, legal, and civic environment, while strengthening their practical ability to navigate everyday life, access services, understand rights and responsibilities, and participate respectfully within Maltese society.

² [List of Licensed Providers and Accredited Programmes.](#)



2.3. Programme Structure

In line with integration conditions established under Clause 5(3)(a) of S.L. 217.05 and Annex I - Curriculum Framework, the course shall:

- 2.3.1. Have as its subject matter the social, economic, cultural and democratic history and environment of Malta, in line with Annex I - Curriculum Framework for the I Belong Cultural Orientation Course;
- 2.3.2. Be delivered at a level equivalent to MQF Level 2;
- 2.3.3. The course shall comprise a minimum of one hundred and twenty (120) scheduled contact hours, including a minimum of twelve (12) curriculum modules and at least two (2) educational visit and two (2) information session, as set out in Annex I – Curriculum Framework.
- 2.3.4. Each learner shall attend a minimum of one hundred (100) verified contact hours, in accordance with the applicable legal attendance requirement.
- 2.3.5. Ensure that the legal requirements regarding attendance are strictly complied with, and evidence retained as per the institution's procedures. Attendance records must be maintained via the *I Belong Platform*³.
- 2.3.6. The delivery mode shall be determined by the institution, provided that a minimum of fifty (50) contact hours are delivered in person in a classroom setting. In addition, a minimum of two (2) educational visit modules, namely Module 6 and Module 12, shall be delivered at approved educational visit sites in Annex I – Curriculum Framework, together with a minimum of two (2) structured information sessions. Educational institutions are responsible for organising, booking, funding, supervising, risk-assessing, and documenting visits and information sessions details and attendance. Attendance at a minimum of one (1) educational visit module and one (1) structured information session shall be mandatory for course completion and shall constitute a prerequisite for admission to the final centralised examination.
- 2.3.7. All assessments carried out by the institutions must be in line with Annex II – Assessment Framework and conducted in person at premises in Malta. The assessment structure shall consist of internal assessment(s) / course participation, carrying twenty percent (20%) of the overall mark, and a final centralised examination administered by the Department of Examinations, carrying eighty percent (80%) of the overall mark. Attendance shall remain a mandatory eligibility requirement and shall not form part of the academic grade.

³ The I Belong Platform is the Human Rights Directorate's digital system for managing the I Belong Programme. Service providers will be provided with the necessary information on the I Belong Platform.



- 2.3.8. Participants are required to complete the mandatory attendance requirement of one hundred (100) verified contact hours; complete the internal assessment(s) / course participation requirements; sit for the final centralised examination; and achieve an overall pass mark of not less than seventy-five percent (75%) to successfully complete the *I Belong Cultural Orientation* course. All assessments and examinations shall be conducted in English. Revision of papers may be requested directly from the Department of Examinations.

3. Eligibility of Learners

3.1. Target Group

- 3.1.1. The course is targeted at adult learners eligible to meet the conditions set out in S.L. 217.05.

3.2. Course Completion Requirements

- 3.2.1. Once the *I Belong Cultural Orientation* course is available and institutions have been approved by HRD to deliver the course, applicants must submit their applications exclusively via the *I Belong Platform*.
- 3.2.2. Learners will select their preferred licensed educational institution through the *I Belong Platform*. Alternatively, licensed educational institutions may enrol learners via the *I Belong Platform* on their behalf.
- 3.2.3. Course-related fees shall be paid directly by learners to their chosen institution, unless otherwise directed by the Contracting Authority. The approved course fee shall be inclusive of the final centralised examination fee of sixty euros (€60), where the learner is registered to sit for the final centralised examination administered by the Department of Examinations. Institutions shall not charge learners any additional fees over and above the approved and itemised cost structure submitted under this EOI.
- 3.2.4. Where a learner is not eligible to sit for the final centralised examination, the institution shall not be required to pay the examination fee. In such cases, the examination fee component shall not be charged to the learner, or shall be deducted or refunded, as applicable, in accordance with the approved cost structure and the institution's refund policy.
- 3.2.5. Educational institutions will manage the course applications, attendance records, results, and certificates via the *I Belong Platform*.
- 3.2.6. All educational institutions must follow a standard certificate template as provided by the Contracting Authority.



- 3.2.7. The educational institution shall apply and pay the final centralised examination fee of sixty euro (€60) on behalf of learners who are registered to sit for the final centralised examination, as instructed by the Contracting Authority.
- 3.2.8. All courses, certifications, and applications for the final centralised examination must be completed by no later than **March 31, 2028** or as otherwise requested by the Contracting Authority.

3.3. Recognition for Long-Term Residence Purposes

- 3.3.1. Courses authorised under this EOI shall satisfy only the cultural-orientation requirement set out in regulation 5(3)(a) of S.L. 217.05. Applicants remain responsible for satisfying all other applicable Long-Term Residence requirements.
- 3.3.2. Certification issued upon successful completion of such authorised courses shall be subject to verification by the Agency responsible for residence permits, work permits and other administrative matters related to expatriates, as described under [Subsidiary Legislation 595.07](#) Art 3(1)(a), for the purposes of applications for Long-Term Residence status in accordance with applicable laws and procedures.

4. Quality Assurance

4.1. Monitoring and Oversight

HRD, as the Competent Authority for the purposes of the *I Belong Programme*, shall be responsible for:

- 4.1.1. Managing the *I Belong Platform*;
- 4.1.2. Providing access to and information about the *I Belong Platform*;
- 4.1.3. Monitoring course quality, which may include on-the-spot checks, mystery shoppers, and other methods as deemed necessary by the Contracting Authority;
- 4.1.4. Quality assurance;
- 4.1.5. Verifying compliance with the requirements outlined in this EOI;
- 4.1.6. Ensuring adherence to applicable regulatory and programme standards.

4.2. Contractual Safeguards, Compliance and Risk Management

- 4.2.1. This EOI constitutes a pre-selection mechanism. Contracts, including detailed rights and obligations, shall only arise upon the conclusion of a formal agreement.
- 4.2.2. Without prejudice to any other remedies available at law or under the applicable agreement, the Contracting Authority may, in accordance with the contractual framework to be established



with the educational institution, apply proportionate contractual remedies in cases of non-compliance with contractual, regulatory, reporting, quality assurance or other applicable obligations. Such remedies may include pre-agreed liquidated damages or other financial consequences, where expressly provided for in the applicable agreement, suspension of enrolments, withholding or withdrawal of approvals, requirements to remedy non-compliance, or other corrective measures. In such cases, the educational institutions shall be required to submit and implement an action plan with timelines and proposed corrective measures. Repeated or serious breaches may result in termination of the contract and exclusion from future calls, subject to applicable contractual and legal safeguards.

- 4.2.3. The Contracting Authority reserves the right to request a compliance investigation or Quality Assurance audit by MFHEA in the event of material breach, persistent -non-compliance, failure to meet quality assurance or regulatory requirements, or failure to deliver the course in accordance with the approved methodology.
- 4.2.4. Each authorised educational institution shall submit, annually and whenever requested by the Contracting Authority, a valid Tax Compliance Certificate confirming compliance with applicable Income Tax, VAT and Final Settlement System obligations.
- 4.2.5. Educational institutions shall remain fully responsible for the delivery of the *I Belong Cultural Orientation* course once learner fees have been collected. In cases where an institution fails to deliver the course, withdraws from the programme, or ceases operations, the institution shall be required to ensure appropriate remedies for affected learners, including refunds or alternative arrangements, as determined by the Contracting Authority. The Contracting Authority shall not be liable for compensation claims arising from fees collected by providers. The contract requires the provision of financial guarantees or other safeguards to protect learners.
- 4.2.6. Educational institutions shall be required to share relevant data and information with the Contracting Authority for purposes related to programme management, monitoring, reporting, quality assurance, and regulatory compliance. All data processing and sharing shall be carried out in accordance with applicable data protection legislation. Biometric attendance records may be required at the expense of the institution. Detailed data sharing and data protection obligations shall be set out in the contract and, where applicable, in a separate data sharing or data processing agreement.



5. Selection and Award Requirements

5.1. Methodology Requirements

As part of this EOI, applicant institutions shall submit a comprehensive methodology outlining how they intend to meet the requirements of the *I Belong Cultural Orientation* course. The methodology shall also include the following:

- 5.1.1. A detailed approach to course delivery, including pedagogical methodologies, adult-learning approaches, staffing arrangements, and the allocation of learning resources.
- 5.1.2. Clearly defined and targeted learning outcomes aligned with Annex I for participants, demonstrating how measurable progress in cultural understanding and integration will be achieved.
- 5.1.3. Confirmation that all certificates of attendance awarded upon successful completion of the course will certify that the learner has completed the course requirements and is prepared for the final centralised examination; and that all certificates will strictly follow the official template provided by the Contracting Authority.
- 5.1.4. A transparent and itemised cost structure for the delivery of the course, aligned with the phases outlined in this EOI. The cost structure shall clearly indicate whether the final centralised examination fee of sixty euro (€60) is included in the total course fee. Institutions shall not charge learners any fees, charges, administrative costs, examination fees, replacement-session fees, or other costs that are not clearly itemised in the submitted and approved cost structure.
- 5.1.5. Clearly defined cancellation and withdrawal policies applicable to both learners and the institution.
- 5.1.6. A Recognition of Prior Learning Policy (RPL).
- 5.1.7. Successful applicants under this EOI shall hold and maintain a valid MFHEA licence, or recognised self-accrediting status, as applicable, throughout the EOI process, contract period, and full delivery of the course. Any suspension, expiry, withdrawal, limitation, or material change affecting the institution's licence or authorisation shall be immediately notified to the Contracting Authority.

5.2. Assessment of Methodologies

- 5.2.1. HRD will assess the methodologies received. The methodology template and required documents can be accessed from the Contracting Authority's [website](https://humanrights.gov.mt/units/integration-and-anti-racism-unit/expressions-of-interest/).⁴

⁴ Contracting Authority website URL: <https://humanrights.gov.mt/units/integration-and-anti-racism-unit/expressions-of-interest/>



- 5.2.2. HRD, as owner of the I Belong Programme, will further ensure the course remains fully aligned with national integration objectives.
- 5.2.3. HRD may request course fee revisions during the additional information period, and/or reject unreasonable cost structures. The final fee needs to be approved by HRD.

5.3. Submission of Interests

- 5.3.1. Institutions must submit the EOI and methodology via email to 'integration@gov.mt'.
- 5.3.2. The email shall be submitted using the following subject line:
- **“Expression of Interest – [Name of Institution] – I Belong Cultural Orientation Course”**
- 5.3.3. The closing deadline for EOI submissions is **October 31, 2026 at 17:00 (CET)**.
- 5.3.4. Interest submitted by other means will not be considered.

5.4. Clarification Requests

- 5.4.1. Interested educational institutions may submit any clarification requests to the HRD by sending an email to integration@gov.mt by not later than October 06, 2026 at 17:00 (CET).
- 5.4.2. Two (2) clarification meetings will be held online as per Timetable in Clause 5.5. Interested parties may register [here](#). The meeting link and any relevant information will be communicated to registered participants through the email address provided.

5.5. Timetable

Event	Date
EOI Date of Issue	September 01, 2026
Deadline for request of any additional information from the Contracting Authority	October 06, 2026
Last date on which additional information can be issued by the Contracting Authority	October 13, 2026
Clarification Meeting 1 Date	September 09, 2026
Clarification Meeting 1 Time	11:00-12:30 (CEST)
Clarification Meeting 2 Date	September 15, 2026
Clarification Meeting 2 Time	17:00-18:30 (CEST)
Closing Date for Submission	October 31, 2026
Closing Time for Submission	17:00 (CET)

5.6. Rights of Refusal

- 5.6.1. The Human Rights Directorate reserves the right not to consider any of the submissions, since participation in this process does not give prospective candidates the right to be engaged. The decision of the Human Rights Directorate will be final and binding on all participants.



5.7. Costs

- 5.7.1. All costs incurred in the preparation and submission of this EOI shall be borne solely by the applicant institutions.

5.8. Post-Selection Process

- 5.8.1. Selected institutions shall be granted **two (2) months** to develop the full curriculum.
- 5.8.2. A sample of the centralised examination paper will be made available.
- 5.8.3. Following HRD's approval of the curriculum, a formal agreement shall be concluded between the institution and HRD, acting as the Contracting Authority.



Annex I: Curriculum Framework for the I Belong Cultural Orientation Course

1. Programme Overview

The I Belong Cultural Orientation Course is designed to prepare Third-Country Nationals and other eligible persons not of Maltese nationality for informed, responsible, and meaningful long-term participation in Malta. The course provides learners with foundational knowledge of Malta's social, cultural, historical, economic, democratic, legal, and civic environment, while strengthening their practical ability to navigate everyday life, access services, understand rights and responsibilities, and participate respectfully within Maltese society.

The curriculum recognises integration as a two-way and ongoing process involving participation, mutual respect, equality, inclusion, social cohesion, and shared responsibility. It therefore combines knowledge of Malta's history, institutions, values, and public life with practical learning on employment, education, healthcare, housing, family life, social security, community participation, digital access, and long-term residence procedures.

The course is delivered at a level equivalent to MQF Level 2 and is designed for adult learners from diverse linguistic, educational, cultural, and professional backgrounds. It uses accessible, learner-centred, participatory, and scenario-based methods to support understanding, confidence, and practical application in real-life situations.

The programme supports learners in developing the knowledge, skills, values, and competences necessary for independent living, lawful participation, respectful coexistence, and long-term integration within Malta.

2. Curriculum Rationale

The curriculum is designed to ensure that adult learners are supported to discover, connect, and participate in Maltese society in the long-term. Individuals seeking long-term settlement require more than historical knowledge; they also require practical awareness of rights, responsibilities, public institutions, employment systems, family obligations, education pathways, healthcare access, housing responsibilities, social security, equality protections, and civic participation.

For this reason, the programme adopts an integrated curriculum model that brings together four core dimensions required for long-term integration:



2.1 Cultural and Historical Understanding (Modules 1, 2, 3 and 6)

Learners are introduced to Malta's history, heritage, identity, values, customs, traditions, social norms, family life, and everyday practices. This supports learners in understanding the cultural and historical context of the society in which they live.

2.2 Civic, Democratic and Legal Understanding (Modules 4 and 5, and 7)

Learners develop awareness of Malta's democratic system, Constitution, rule of law, public institutions, human rights framework, legal protections, and civic responsibilities. This includes awareness of the Universal Declaration of Human Rights, the EU Charter of Fundamental Rights, and constitutional protections relevant to life in Malta.

2.3 Practical, Economic and Social Participation (Modules 4, 8, 9, 10, 11 and information sessions)

Learners are supported to understand how to access essential services and participate responsibly in everyday life. This includes public administration, employment, workers' rights, occupational safety, taxation, social security, pension awareness, housing, banking, education, childcare, healthcare, digital services, and community support and long-term residence planning.

2.4 Social Cohesion, Inclusion and Belonging (Modules 3, 7, 9 and 10)

Learners explore the principles of respectful coexistence, intercultural communication, equality, diversity, non-discrimination, mental health awareness, prevention of radicalisation, prevention of social exclusion, and participation in inclusive communities. The curriculum promotes shared responsibility, community participation, social connection, and meaningful belonging within Malta.

3. Programme Philosophy

The programme is based on the principle that integration is not limited to legal status or administrative compliance. It involves the ability to understand the society in which one lives, participate responsibly, access opportunities, respect the rights of others, and contribute to community life.

The curriculum therefore balances three forms of learning:

Learning Form	Purpose
Knowledge-based learning	Understanding Malta's history, culture, institutions, laws, rights, responsibilities, and services
Practical learning	Applying knowledge to everyday situations such as work, housing, healthcare, education, family life, documentation, and accessing services



Reflective learning	Developing self-awareness, intercultural understanding, mutual respect, resilience, social responsibility, and belonging
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The programme is intentionally designed for adult migrant learners and recognises that learners may bring different levels of formal education, language ability, digital confidence, work experience, trauma exposure, and familiarity with public institutions. Teaching methods should therefore be accessible, respectful, participatory, practical, and culturally sensitive.

The programme promotes integration as a two-way process. Learners are encouraged to understand Maltese society while also valuing their own cultural identities, experiences, knowledge, and contributions. The course therefore supports both adaptation and participation, while reinforcing equality, democratic values, human dignity, and social cohesion.

4. Programme Duration and Attendance Rationale

In accordance with S.L. 217.05, learners are required to successfully complete a minimum of one hundred (100) contact hours. The programme is therefore designed to ensure that every learner who successfully completes the course has fulfilled the statutory 100-hour attendance requirement.

For accessibility and continuity, the programme is scheduled over a minimum of one hundred and twenty (120) contact hours. This includes:

Component	Minimum Scheduled Contact Hours
Classroom-based curriculum modules	100 hours
Educational visit modules at approved educational visit sites	10 hours
Two structured information sessions	10 hours
Total scheduled contact hours	120 hours

The additional twenty (20) scheduled contact hours do not reduce or replace the statutory 100-hour requirement. Rather, they provide reasonable flexibility for adult migrant learners who may face unavoidable barriers to attendance, including illness, shift work, family responsibilities, childcare, travel, caring duties, public transport disruption, or other exceptional circumstances.



This structure supports learner retention, fairness, and continuity while maintaining compliance with the legal requirement. Learners must complete at least one hundred (100) verified contact hours in accordance with the legal attendance requirement.

As part of the experiential learning and internal assessment framework, learners are also required to attend at least one educational visit and one information session. Attendance shall be verified in accordance with applicable programme and institutional requirements.

5. Sensitive and Socially Important Topics

The curriculum includes guided discussion of selected sensitive social topics that are relevant to respectful participation in contemporary Maltese society. These topics are included because long-term integration requires awareness not only of services and institutions, but also of equality, dignity, lawful conduct, social responsibility, and respectful coexistence.

Sensitive and socially important topics addressed within the curriculum include:

- gender equality;
- The acceptance of diverse sexual orientations, gender identities, gender expressions and sex characteristics and diverse family forms;
- equality and non-discrimination;
- mental health stigma;
- prevention of radicalisation;
- hate speech and hate crime awareness;
- religious and cultural diversity;
- family responsibilities and children's rights;
- workplace stress and wellbeing;
- safeguarding and protection from abuse or exploitation, including forms of human trafficking;
- respectful communication in diverse communities.

Sensitive topics shall be delivered through rights-based, trauma-informed, culturally responsive, and non-judgemental pedagogical approaches. Trainers shall focus on Maltese law, human dignity, equality, safety, democratic values, lawful conduct, and peaceful coexistence. Classroom discussion shall be facilitated in a manner that avoids stereotyping, humiliation, political confrontation, or discrimination.



6. Overall Programme Learning Objectives

By the end of the programme, learners will be able to:

- understand Malta's social, cultural, historical, economic, democratic, legal, and civic environment;
- recognise key rights, responsibilities, and obligations linked to living and participating in Malta;
- identify and access essential public, employment, health, education, housing, family, social security, and community services;
- demonstrate awareness of equality, diversity, inclusion, non-discrimination, and respectful coexistence;
- recognise the importance of democratic values, human rights, constitutional principles, and rule of law;
- understand basic employment rights, workplace responsibilities, occupational safety, and economic participation;
- identify basic principles of social security, pension awareness, taxation, banking, and financial responsibility;
- recognise the importance of education, childcare, family responsibilities, and community participation;
- apply practical knowledge required for independent living, service navigation, digital access, and everyday decision-making;
- understand the basic integration and documentation requirements linked to Long-Term Residence in Malta;
- reflect on personal integration, belonging, resilience, and future participation in Maltese society.



7. Programme Learning Model

The *I Belong Cultural Orientation Course* is structured across three progressive learning phases: Discover, Connect, and Participate. These phases support learners to gradually develop knowledge, practical understanding, civic awareness, and confidence for long-term participation within Maltese society.

Phase	Core Question	Learning Focus	Modules / Components
Discover	Where am I living and what shapes this society?	Culture, identity, Malta's history, heritage, society, values, family life, everyday norms, and the meaning of integration	Modules 1 to 3 and 6
Connect	How do I navigate rights, responsibilities, institutions, and services?	Public services, democracy, Constitution, human rights, legal protections, equality, social cohesion, civic responsibilities, and service access	Modules 4, 5 and 7
Participate	How do I live, work, contribute, and plan my future in Malta?	Employment, occupational safety, health, education, childcare, social security, pension, digital life, community participation, long-term residence, contemporary Malta, innovation, creativity, sustainability, and future planning	Modules 8 to 12 and information sessions

The programme is designed to progressively support learners in:

- developing intercultural understanding and social awareness;
- understanding Malta's democratic, legal, civic, and institutional environment;
- strengthening independent living and service-navigation skills;
- promoting equality, inclusion, non-discrimination, and respectful coexistence;
- increasing confidence in accessing services, opportunities, and support systems;
- supporting long-term participation and belonging within Maltese society.



Experiential learning components, including educational visits and structured information sessions, are integrated into the programme to reinforce classroom learning through practical exposure, guided interaction, and applied understanding of Maltese society and institutions.

8. Programme Delivery Model

The programme shall be delivered through a blended and learner-centred pedagogical approach, designed to support adult learning, intercultural understanding, participation, and practical application of knowledge within everyday life contexts.

Licensed educational institutions shall ensure that programme delivery promotes active participation, respectful engagement, inclusion, and experiential learning. Delivery methods should take into consideration the diverse educational, linguistic, cultural, and professional backgrounds of learners.

The programme may be delivered through a combination of:

- facilitated classroom instruction;
- guided discussions and reflective learning;
- scenario-based and case-based learning;
- collaborative group work and peer learning;
- practical simulations and problem-solving activities;
- audio-visual and digital learning resources;
- experiential and community-based learning;
- educational visits to approved sites listed under Module 6 and Module 12;
- structured information sessions;
- independent and guided learning activities.

Educational visit modules and structured information sessions shall form part of the programme's experiential learning approach. Educational Visit 1 shall focus on Malta's past, historical development, cultural heritage, national identity, and collective memory. Educational Visit 2 shall focus on contemporary Malta, creativity, innovation, education, skills, cultural regeneration, enterprise, sustainability, and future participation. These components are intended to strengthen learners' practical understanding of Maltese society, institutions, rights, responsibilities, employment structures, social cohesion, and long-term integration pathways.

Institutions are encouraged to adopt inclusive and participatory teaching approaches that support:

- intercultural dialogue and respectful communication;



- learner confidence and self-reflection;
- critical thinking and civic awareness;
- practical understanding of rights and responsibilities;
- independent living and participation skills;
- meaningful long-term integration within Maltese society.

Programme delivery shall be aligned with MQF Level 2 principles and should support the development of foundational knowledge, practical competences, communication skills, and responsible participation within social, civic, and workplace environments.

9. Programme Structure

The programme is structured across three progressive learning phases: Discover, Connect, and Participate. These phases support learners to develop knowledge of Malta, understand rights and responsibilities, access services, and participate more confidently in Maltese society.

The programme consists of one hundred (100) classroom-based contact hours delivered across ten classroom-based curriculum modules, ten (10) contact hours delivered through two educational visit modules at approved educational visit sites, and ten (10) contact hours delivered through two structured information sessions.

The educational visit modules are integrated into the programme as Module 6 and Module 12. Educational institutions shall select the visit site from the approved lists provided under the respective modules. Educational institutions may determine the exact dates of the visits according to site availability, group size, learner needs, booking requirements, accessibility considerations, and operational requirements, provided that Module 6 is delivered after completion of Modules 1 to 5 and Module 12 is delivered towards the end of the programme.

Learners are required to complete a minimum of one hundred (100) verified contact hours in accordance with the attendance requirements under S.L. 217.05.



Module / Component	Title	Phase	Minimum Contact Hours	Equivalent ECTS
Module 1	Culture, Integration and Long-Term Residence in Malta	Discover	10	2
Module 2	Malta: History, Heritage, People and National Identity	Discover	10	2
Module 3	Maltese Society, Family, Values and Everyday Life	Discover	10	2
Module 4	Accessing Services and Independent Living in Malta	Connect	10	2
Module 5	Democracy, Constitution, Human Rights and Public Life	Connect	10	2
Module 6	Educational Visit 1: Embracing our Past – Malta’s Historical and Cultural Heritage	Experiential / Integrated	5	1
Module 7	Rights, Responsibilities, Equality and Social Cohesion	Connect	10	2
Module 8	Employment, Workers’ Rights, Occupational Safety and Economic Participation	Participate	10	2
Module 9	Health, Wellbeing, Social Security, Pension and Digital Living	Participate	10	2
Module 10	Education, Childcare, Family Support and Community Participation	Participate	10	2
Module 11	Long-Term Residence, Documentation, Integration and Future Planning	Participate	10	2
Module 12	Educational Visit 2: Embracing our Future – Contemporary Malta, Creativity, Innovation and Development	Experiential / Integrated	5	1
Information Session 1	Employment Rights and Obligations	Integrated	5	1



Information Session 2	Long-Term Residence Application Process	Integrated	5	1
	Total Scheduled Contact Hours		120	24

10. Curriculum Content Distribution

The curriculum has been structured to ensure that key integration-related themes are addressed in the most appropriate modules, while avoiding unnecessary duplication.

Theme / Topic	Main Location in Curriculum
Culture and cultural identity	Module 1
Integration and long-term residence introduction	Module 1
Benefits and responsibilities of long-term residence	Module 1 and Module 11
Malta's history, heritage, collective memory and national identity	Module 2 and Module 6
Contemporary Malta, creativity, innovation, education, skills, cultural regeneration, enterprise, sustainability, and future development	Module 10, Module 11 and Module 12
Family life, social values, and everyday norms	Module 3
Understanding diverse sexual orientations, gender identities, expression and sex characteristics and diverse family forms	Module 3 and Module 7
Gender equality	Module 3 and Module 7
Mental health stigma and social awareness	Module 3 and Module 9
Access to services	Module 4
National Integration Support Centre	Module 4 and Module 11
Public administration and service navigation	Module 4
Democracy, Constitution, and rule of law	Module 5
UDHR, EU Charter, and constitutional protections	Module 5



Human rights and public life	Module 5
Equality and non-discrimination	Module 7
Prevention of radicalisation	Module 7 and Module 10
Three pillars of social cohesion	Module 7 and Module 10
Safeguarding and protection from exploitation, including human trafficking	Module 7
Employment and workers' rights	Module 8
DIER and trade union awareness	Module 8 and Information Session 1
Occupational safety	Module 8
Stress at work and workplace wellbeing	Module 8 and Module 9
Healthcare and wellbeing	Module 9
Social security and pension awareness	Module 9
Financial literacy, banking, taxation, and scams	Module 9
Digital living and online public services	Module 9
Education and childcare	Module 10
Family support and parental responsibilities	Module 10
Community participation and active citizenship	Module 10
Long-Term Residence application process	Module 11 and Information Session 2
Documentation and future planning	Module 11



11. Structured Information Sessions

The programme includes two structured information sessions designed to provide learners with direct, practical guidance on key matters relevant to employment, workplace responsibilities, and Long-Term Residence procedures in Malta.

The structured information sessions form part of the programme's applied learning approach and are intended to reinforce the curriculum content through practical information, guided discussion, and engagement with relevant institutional or specialist stakeholders, where applicable.

Learners must attend at least one structured information session as part of the internal assessment / course participation and experiential learning requirement. Attendance shall be verified in accordance with applicable programme and institutional requirements.

Component	Timing	Theme	Indicative Focus
Information Session 1	After Module 8	Employment Rights and Obligations	Employment contracts, wages, leave, working conditions, occupational safety, workplace stress, reporting mechanisms, dispute resolution, and the role of trade unions
Information Session 2	Towards the end of the programme	Long-Term Residence Application Process	Eligibility, documentation, cultural orientation certification, attendance requirements, application procedures, common errors, rights, responsibilities, and practical guidance for LTR applicants

The information sessions shall be delivered in a practical and accessible manner, taking into consideration the needs of adult learners from diverse linguistic, educational, cultural, and professional backgrounds.

The information sessions may include presentations, guided discussions, question-and-answer sessions, practical examples, checklists, official guidance, case-based explanations, and learner reflection activities.

Educational institutions shall ensure that the information provided during these sessions is accurate, up to date, and aligned with the requirements of the I Belong Programme and the instructions of the Contracting Authority.





Module 1: Culture, Integration and Long-Term Residence in Malta

Phase: Discover – Understanding Malta

Contact Hours: 10

Module Purpose

This module introduces learners to the I Belong Cultural Orientation Course by exploring culture, cultural identity, integration, and the meaning of living in Malta as a long-term member of society. It supports learners to reflect on their personal experiences, strengths, expectations, and integration journey, while developing an initial understanding of Malta as a social, cultural, civic, and everyday living environment.

The module also introduces learners to the purpose of cultural orientation within the wider integration process, including its relevance to Long-Term Residence in Malta. Learners are introduced to the general meaning, benefits, and responsibilities associated with long-term residence, while recognising that detailed application procedures, documentation requirements, and administrative processes will be addressed later in the course.

The module establishes a respectful, participatory, and inclusive learning environment where learners are encouraged to share experiences, build confidence, engage with peers, and understand integration as an ongoing two-way process based on participation, equality, mutual respect, social cohesion, and shared responsibility.

Learning Outcomes

By the end of this module, learners will be able to:

- explain the basic meaning of culture, cultural identity, and integration;
- identify personal strengths, life experiences, learning needs, and areas for growth;
- describe personal goals and expectations related to life, participation, and integration in Malta;
- recognise integration as a two-way process involving mutual respect, participation, equality, inclusion, and shared responsibility;
- identify the purpose of the I Belong Cultural Orientation Course within the wider integration process;



- recognise the basic meaning, benefits, and responsibilities associated with Long-Term Residence in Malta;
- demonstrate respectful communication, peer learning, and participation within a diverse learning group.

Unit	Content Area	Indicative Content
1.1	Understanding Culture and Cultural Identity	Meaning of culture; cultural identity; values, beliefs, norms, traditions, customs, and everyday practices; similarities and differences between cultures; recognising cultural assumptions and bias; respectful curiosity; intercultural learning; understanding that cultures may change and adapt over time.
1.2	Self-Awareness, Strengths and Learning Needs	Personal strengths and abilities; life experiences; talents and interests; personal values; self-confidence; transferable skills; recognising areas for growth; identifying learning needs; self-assessment; understanding the role of personal agency in integration.
1.3	Integration as a Two-Way Process	Meaning of integration; participation and belonging; mutual respect; equality and inclusion; shared responsibility between individuals, communities, and institutions; adapting to a new society while valuing one's own cultural identity; integration as an ongoing process rather than a single event.
1.4	Learning Goals and Life in Malta	Personal goals; expectations of life in Malta; opportunities and challenges; adult learning expectations; learning styles; study habits; time management; balancing work, family, and learning responsibilities; setting realistic short-term and long-term goals.
1.5	Building Relationships and Group Belonging	Respectful communication; active listening; peer learning; teamwork; cultural sharing; public speaking confidence; giving and receiving feedback; building trust within the learning group; creating a safe and respectful learning environment.
1.6	Cultural Orientation and Long-Term Residence	Purpose of the I Belong Cultural Orientation Course; cultural orientation as part of integration; basic introduction to Long-Term Residence; general benefits of Long-Term Residence, including greater stability, security, and long-term participation; responsibilities linked to



		long-term settlement; understanding that detailed procedures and documentation will be covered later in the programme.
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Indicative Teaching and Learning Activities

Providers may deliver this module through:

- facilitated introductions and ice-breaker activities;
- self-assessment and strengths-mapping exercises;
- guided discussions on culture, identity, and integration;
- cultural comparison activities;
- individual goal-setting exercises;
- peer interviews and group-building activities;
- reflective journal entries;
- scenario-based discussions on intercultural understanding;
- short learner presentations or sharing activities;
- group agreement activity on respectful participation and confidentiality within the learning environment.



Module 2: Malta: History, Heritage, People and National Identity

Phase: Discover – Understanding Malta

Contact Hours: 10

Module Purpose

This module introduces learners to the major historical developments, cultural influences, and collective experiences that have shaped Malta's identity and contemporary society. It supports learners in understanding Malta's historical evolution, strategic location in the Mediterranean, cultural heritage, democratic development, and the role of collective memory in shaping national identity and civic belonging.

The module enables learners to recognise that present-day Malta has been shaped by different civilisations, historical events, political milestones, languages, traditions, and social changes. Learners are encouraged to connect Malta's past with its current institutions, public life, national symbols, commemorations, and shared cultural heritage.

This module also prepares learners for Module 6: Educational Visit 1 – Embracing our Past: Malta's Historical and Cultural Heritage, which shall be organised at one of the approved historical and heritage sites listed under Module 6 after completion of Modules 1 to 5. The visit reinforces classroom learning through direct exposure to Malta's historical and cultural heritage, collective memory, national identity, and public commemorations.

Learning Outcomes

By the end of this module, learners will be able to:

- identify major historical periods that shaped Malta's development;
- recognise key civilisations, rulers, and external influences in Maltese history;
- describe the significance of Malta's geographical location in the Mediterranean;
- identify important political, constitutional, and social milestones in Malta's nation-building process;
- recognise key historical landmarks, national symbols, public commemorations, and heritage sites;
- explain how Malta's historical heritage contributes to national identity and contemporary society;



- demonstrate respectful awareness of Malta's cultural heritage, collective memory, and public commemorations.

Content

Unit	Content Area	Indicative Content
2.1	Malta's Geography and Strategic Location	Malta as an island state in the Mediterranean; Malta's position between Europe and North Africa; maritime history; ports and trade routes; Malta's strategic importance across different historical periods; the relationship between geography, migration, trade, defence, and cultural exchange.
2.2	Early Malta and Ancient Civilisations	Prehistoric Malta; early settlers; megalithic temples and archaeological heritage; Haġar Qim, Mnajdra, Tarxien Temples and other heritage sites; preservation of archaeological heritage; understanding Malta as one of the oldest cultural landscapes in Europe.
2.3	Foreign Influences and Historical Development	Phoenician and Carthaginian influence; Roman Malta and early Christianity; Arab influence on language, agriculture, place names, and culture; Norman and medieval developments; the influence of different civilisations on Maltese identity, language, religion, architecture, and everyday life.
2.4	The Order of St John, French Period and British Rule	Arrival and role of the Knights of St John; the Great Siege of 1565; development of Valletta; fortifications and hospitals; French occupation; Maltese resistance; British rule; development of public administration, infrastructure, education, and institutions.
2.5	Nation Building, Democracy and Modern Malta	Malta during World War II; the George Cross; Independence in 1964; becoming a Republic in 1974; Freedom Day; constitutional development; Malta's accession to the European Union; Malta as a democratic European state; Malta's development from colony to independent nation.
2.6	Collective Memory, Heritage and National Identity	National monuments and memorials; public holidays and commemorations, including Independence Day, Republic Day, Freedom Day, Sette Giugno and Victory Day; national symbols;



		Maltese language and identity; cultural heritage preservation; the role of history, collective memory, and shared identity in contemporary Malta.
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Indicative Teaching and Learning Activities

Providers may deliver this module through:

- historical timelines and visual learning materials;
- map-based learning activities showing Malta's location and historical connections;
- documentary clips and digital archives;
- landmark recognition activities;
- guided discussions on history, identity, and belonging;
- comparison activities linking learners' countries of origin with Malta's historical experience;
- group activities on public holidays, monuments, and national symbols;
- simple research tasks on selected historical sites;
- knowledge reinforcement quizzes;
- preparation activity for Module 6: Educational Visit 1 at an approved historical and heritage site.



Module 3: Maltese Society, Family, Values and Everyday Life

Phase: Discover – Understanding Malta

Contact Hours: 10

Module Purpose

This module enables learners to develop an informed understanding of Maltese society, everyday social life, family structures, community relationships, values, customs, communication practices, and respectful coexistence within contemporary Malta. It supports learners in recognising how social norms, public behaviour, family life, cultural traditions, and community expectations shape daily interaction in Malta.

The module also introduces learners to sensitive and socially important topics relevant to life in a democratic and diverse society, including gender equality, diverse family forms, diverse sexual orientations, gender identities, expression and sex characteristics, mental health stigma, religious and cultural diversity, respectful communication, and non-discrimination. These topics are addressed in a respectful, rights-based, and educational manner, with emphasis on dignity, equality, lawful conduct, and peaceful coexistence.

Learners are encouraged to reflect on similarities and differences between their own cultural experiences and Maltese society, while developing confidence to participate respectfully in social, public, family, community, and workplace settings.

Learning Outcomes

By the end of this module, learners will be able to:

- identify key social values, customs, and cultural norms within Maltese society;
- recognise family structures, changing family dynamics, and community relationships in Malta;
- identify common customs, traditions, celebrations, and behavioural expectations in everyday life;
- recognise appropriate communication practices in social, public, community, and workplace environments;



- demonstrate awareness of respectful participation within diverse and multicultural communities;
- recognise the importance of equality, mutual respect, inclusion, and non-discrimination in social life;
- demonstrate basic awareness of gender equality, diverse family forms, diverse sexual orientations, gender identities, expression and sex characteristics, and respect for different identities and beliefs;
- recognise the importance of mental wellbeing and reducing stigma around mental health;
- demonstrate awareness of responsible and respectful behaviour in shared public spaces and community life.

Content

Unit	Content Area	Indicative Content
3.1	Maltese Society and Community Life	Overview of contemporary Maltese society; local communities and neighbourhoods; community relationships; neighbourliness; social support networks; intergenerational relationships; urban and village life; community expectations and respectful participation.
3.2	Family Life and Changing Family Structures	Family structures in Malta; nuclear, extended, single-parent, blended, and diverse family forms; marriage and civil unions; diverse sexual orientations, gender identities, expression and sex characteristics; childcare and family responsibilities; respect for different family arrangements; balancing family, work, education, and community life.
3.3	Social Values and Everyday Norms	Respect, hospitality, solidarity, social responsibility, punctuality, reliability, public courtesy, privacy, personal boundaries, queuing, appointments, responsible behaviour in shared spaces, and respectful interaction with neighbours, service providers, colleagues, and institutions.
3.4	Customs, Traditions and Celebrations	National symbols in everyday life; official languages; public holidays; village feasts; religious celebrations; cultural events; traditional food



		and customs; family celebrations; respectful participation in cultural and religious events; understanding tradition within a diverse society.
3.5	Communication and Social Interaction	Formal and informal communication; greetings and introductions; verbal and non-verbal communication; everyday social communication; basic Maltese greetings and expressions; respectful use of language; asking questions; expressing opinions respectfully; giving and receiving feedback; managing misunderstandings.
3.6	Equality, Gender and Respectful Relationships	Gender equality; respect between men and women; shared family and social responsibilities; respectful relationships; consent and personal boundaries; non-discrimination; respect for different identities, beliefs, and lifestyles; understanding that equality is part of lawful and respectful participation in Malta.
3.7	Living in a Diverse Society	Cultural diversity in Malta; migration and social change; religious diversity; intercultural understanding; respectful curiosity; adapting to different social environments; preventing prejudice, stereotyping, hate speech, social exclusion, and discriminatory behaviour.
3.8	Mental Wellbeing and Social Awareness	Mental wellbeing and emotional health; stress and adjustment; loneliness and isolation; reducing stigma around mental health; seeking support when needed; healthy relationships; recognising respectful and responsible behaviour within family, community, and public life.

Indicative Teaching and Learning Activities

Providers may deliver this module through:

- facilitated discussions on Maltese society, family life, and everyday customs;
- cultural comparison activities between Malta and learners' countries of origin;
- real-life scenarios on communication, public behaviour, and community interaction;
- role play on greetings, appointments, neighbour relations, and respectful disagreement;
- audio-visual learning resources on Maltese traditions, celebrations, and public life;



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- group discussion on equality, family diversity, gender roles, and respectful relationships;
 - guided reflection on mental health stigma, adjustment, and help-seeking;
 - case-based discussions on prejudice, discrimination, hate speech, and social exclusion;
 - collaborative activities on respectful participation in diverse communities.



Module 4: Accessing Services and Independent Living in Malta

Phase: Connect – Understanding Institutions, Services and Society

Contact Hours: 10

Module Purpose

This module supports learners in understanding how to access key public, community, administrative, and everyday services in Malta. It introduces learners to practical systems that are relevant to independent living, including public administration, identity and residence-related services, integration support, employment support, social security, healthcare, education, childcare, family services, housing, transport, banking, digital public services, and community-based support.

The module aims to strengthen learners' confidence in navigating services responsibly, communicating with institutions, preparing basic documentation, using online systems, making appointments, and seeking appropriate support when needed. It also introduces learners to the role of the Human Rights Directorate, the National Integration Support Centre, Identità, Jobsplus, Social Security, Local Councils, servizz.gov, and other key service structures.

The module does not provide specialist legal, medical, or financial advice. Rather, it equips learners with practical awareness of where to seek accurate information, how to approach services appropriately, and how to make informed decisions in everyday life in Malta.

Learning Outcomes

By the end of this module, learners will be able to:

- identify key public, community, and administrative services available in Malta;
- recognise the basic functions of institutions such as Identità, Human Rights Directorate, National Integration Support Centre, Jobsplus, Social Security, Local Councils, healthcare services, and servizz.gov;
- identify practical steps for accessing essential services in person, by phone, by email, and online;
- recognise the importance of documentation, appointments, communication, and follow-up when accessing services;
- identify basic responsibilities linked to housing, transport, banking, digital services, and public administration;



- demonstrate awareness of safe and responsible use of digital public services;
- recognise when and where to seek guidance, support, or referral for specific needs;
- demonstrate awareness of independent living skills and responsible service navigation.

Content

Unit	Content Area	Indicative Content
4.1	Public Services and Administrative Navigation	Overview of public services in Malta; understanding how government services are organised; servizz.gov and online service access; Local Councils; appointment systems; service counters; helplines; email communication; documentation basics; keeping copies of documents; responsible communication with public institutions; following up on applications or requests.
4.2	Identity, Residence and Integration Support Services	Identity and residence-related services; basic identity and documentation awareness; residence cards and official correspondence; Human Rights Directorate; National Integration Support Centre; I Belong Programme support; integration guidance services; understanding where to seek information on integration and long-term residence pathways.
4.3	Employment, Jobsplus and Social Security Services	Jobsplus services; employment registration; job-seeking support; training opportunities; employment-related documentation; basic introduction to social security services; social benefits awareness; contribution records; accessing appropriate support for unemployment, illness, family needs, disability, and other circumstances; understanding that eligibility depends on legal status, contributions, and applicable rules.
4.4	Health, Education, Childcare and Family Services	Primary healthcare access; health centres; pharmacies; emergency services; Mater Dei and emergency numbers; education services; compulsory schooling awareness; school enrolment pathways; childcare services; family support services; support for children and



		parents; accessing information on education, health, and family-related services.
4.5	Housing, Transport and Everyday Living Services	Rental processes; basic tenant responsibilities; utility services; waste management; public transport; Tallinja card awareness; route planning; maps and mobility; Local Council services; community resources; practical support services for daily living; responsible use of shared spaces and community facilities.
4.6	Banking, Digital Access and Online Safety	Opening and using a bank account; basic payment methods; online public services; digital identity and e-services; email and mobile communication; safe use of passwords; recognising scams, fraud, misinformation, and suspicious messages; protecting personal information; using official websites and verified information sources.
4.7	Responsible Service Use and Help-Seeking	Understanding which service to approach for different needs; preparing questions before appointments; bringing required documents; asking for clarification; use of interpreters where available; respectful communication with professionals; complaint and feedback routes; responsible help-seeking; avoiding misinformation from unofficial sources.

Indicative Teaching and Learning Activities

Providers may deliver this module through:

- public service navigation exercises;
- guided demonstrations of official websites and online services;
- form-filling and appointment-planning exercises;
- role play on communicating with service providers;
- case-based learning on accessing health, education, employment, housing, or social support;
- map-reading and transport-planning tasks;
- practical exercises on preparing documents for appointments;
- group activities on identifying the correct service for different scenarios;
- audio-visual learning resources;
- guided discussions on responsible service use, online safety, and avoiding misinformation.



Module 5: Democracy, Constitution, Human Rights and Public Life

Phase: Connect – Understanding Institutions, Rights and Civic Life

Contact Hours: 10

Module Purpose

This module introduces learners to Malta’s democratic system, constitutional framework, public institutions, and civic structures. It supports learners in understanding how Malta is governed, how public institutions function, and how individuals can participate responsibly in democratic and civic life.

The module provides foundational knowledge of democracy, rule of law, separation of powers, public accountability, local governance, human rights, equality principles, and constitutional protections. It also introduces learners to key international and European human rights frameworks, including the Universal Declaration of Human Rights and the EU Charter of Fundamental Rights, while connecting these principles to Malta’s Constitution and everyday public life.

The module aims to strengthen civic awareness, responsible participation, respect for democratic values, and understanding of public institutions within a diverse and democratic society.

Learning Outcomes

By the end of this module, learners will be able to:

- identify key democratic principles and constitutional values in Malta;
- recognise the importance of democracy, rule of law, separation of powers, and public accountability;
- identify the structure and functions of Parliament, Government, the President, the Prime Minister, Cabinet, Local Councils, and the Judiciary;
- recognise the role of public institutions, independent authorities, and state bodies in Maltese society;
- demonstrate basic awareness of the Universal Declaration of Human Rights, the EU Charter of Fundamental Rights, and Malta’s constitutional protections;
- recognise the importance of human rights, equality, dignity, and non-discrimination in public life;



- identify ways in which residents may participate responsibly in community and civic life;
- demonstrate awareness of respectful behaviour, civic responsibility, and peaceful participation within democratic society.

Content

Unit	Content Area	Indicative Content
5.1	Democracy and Constitutional Principles	Meaning of democracy; rule of law; constitutional values; separation of powers; public accountability; civic responsibility; lawful participation; Malta as a democratic state; the importance of respecting institutions and the rights of others.
5.2	Malta's Constitution and Public Governance	Basic role of the Constitution; constitutional protections; national institutions; the President of Malta; Parliament; Prime Minister and Cabinet; ministries; public administration; national decision-making processes; democratic governance structures.
5.3	Parliament, Government and the Judiciary	Role of Parliament; law-making process in simple terms; role of Government; ministries and public policy; role of the Judiciary; courts and access to justice; independence of the judiciary; importance of fairness, due process, and legal responsibility.
5.4	Local Government and Community-Level Participation	Local Councils; local services; community-level decision-making; local public information; community consultation; public spaces; local responsibilities; understanding how residents can engage with local structures and community initiatives.
5.5	Human Rights Frameworks	Human dignity; equality before the law; Universal Declaration of Human Rights; EU Charter of Fundamental Rights; Malta's constitutional protections; rights and responsibilities in everyday life; rights as linked to lawful, respectful, and responsible participation.
5.6	Public Institutions, Accountability and Support Mechanisms	Independent institutions; Ombudsman; regulatory bodies; complaint mechanisms; public service standards; responsible use of public services; seeking accurate information; understanding institutional accountability and public trust.



5.7	Civic Participation and Public Life	Civic identity; responsible participation; volunteering; public consultations; community initiatives; respectful expression of opinions; peaceful participation; social responsibility; avoiding misinformation; respectful engagement in public and democratic spaces.
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Indicative Teaching and Learning Activities

Providers may deliver this module through:

- institutional mapping activities;
- simple visual explanation of Malta's democratic structure;
- guided discussions on democracy, rights, and responsibilities;
- case-based learning on civic participation and public accountability;
- group activities on Parliament, Government, Local Councils, and the Judiciary;
- simplified exercises on the Constitution, UDHR, and EU Charter;
- scenario-based discussions on respectful public participation;
- audio-visual learning resources on Maltese democracy and civic life;
- collaborative discussions on rights, equality, rule of law, and social responsibility.



Module 6: Educational Visit 1 – Embracing our Past: Malta’s Historical and Cultural Heritage

Phase: Experiential/Integrated

Contact Hours: 5

Timing: After completion of Modules 1 to 5

Module Purpose

This educational visit enables learners to connect classroom learning on Malta’s history, heritage, society, democratic development, public life, and national identity with direct exposure to one approved historical or heritage site in Malta or Gozo.

The visit supports learners in understanding how Malta’s past continues to shape public life, cultural identity, traditions, national symbols, public commemorations, democratic development, and collective memory.

Educational institutions shall select one site from the approved list below. The selected site shall be appropriate to the learning outcomes of the module and shall be subject to site availability, accessibility, group size, opening hours, booking requirements, health and safety considerations, and any required permissions.

Learning Outcomes

By the end of this module, learners will be able to:

- identify key historical, cultural, archaeological, architectural, or civic features of the selected site;
- recognise the significance of heritage, monuments, symbols, and public memory in Maltese society;
- connect site-based learning with Malta’s historical development, democratic development, and national identity;
- demonstrate respectful behaviour in heritage, cultural, religious, civic, and public learning environments;
- reflect on how Malta’s history contributes to contemporary society, participation, and belonging.



Approved Educational Visit 1 Sites - Malta's Historical and Cultural Heritage

Category	Sites
Prehistoric and archaeological heritage	National Museum of Archaeology; Hal Tarxien Prehistoric Complex; Haġar Qim and Mnajdra Archaeological Park; Għar Dalam Cave and Museum; Ġgantija Archaeological Park
Fortifications and national memory	Fort St Elmo and the National War Museum; Fort St Angelo
Palaces and public history	Grand Master's Palace; Palace Armoury, Inquisitor's Palace
Roman, early Christian and medieval heritage	Domvs Romana; St Paul's Catacombs; National Museum of Natural History
Gozo historical heritage	Ġgantija Archaeological Park; Gozo Museum of Archaeology; Ta' Kola Windmill; Old Prison; Gran Castello Historic House

Indicative Teaching and Learning Activities

Providers may deliver this module through:

- guided visit to an approved historical or heritage site;
- observation and interpretation tasks;
- small-group discussion;
- guided worksheet or reflection activity;
- landmark, artefact, monument, or symbol recognition exercise;
- post-visit classroom discussion;
- short reflective writing activity or oral reflection.



Module 7: Rights, Responsibilities, Equality and Social Cohesion

Phase: Connect – Understanding Rights, Responsibilities and Inclusive Society

Contact Hours: 10

Module Purpose

This module introduces learners to key rights, responsibilities, equality principles, legal protections, and social cohesion concepts relevant to everyday life in Malta. It supports learners in understanding that living in Malta involves both access to rights and fulfilment of responsibilities towards others, institutions, workplaces, families, communities, and wider society.

The module strengthens learners' awareness of equality, non-discrimination, human dignity, safeguarding, protection from exploitation, respectful coexistence, and lawful conduct. It also addresses sensitive and socially important topics such as gender equality, same-sex marriage, diverse family forms, hate speech, hate crime, prevention of radicalisation, religious and cultural diversity, and social exclusion.

The module aims to help learners understand how rights and responsibilities operate in everyday contexts, including housing, employment, family life, public spaces, services, and community participation. It also introduces the concept of social cohesion and the importance of peaceful, respectful, and inclusive participation within Maltese society.

Learning Outcomes

By the end of this module, learners will be able to:

- identify basic rights and responsibilities relevant to everyday life in Malta;
- recognise the importance of human dignity, equality, non-discrimination, and respect for others;
- identify responsibilities associated with living, working, studying, renting, using services, and participating in the community;
- recognise legal and social protections available in relation to discrimination, abuse, exploitation, hate speech, and hate crime;
- demonstrate awareness of gender equality, diverse family forms, same-sex marriage, and respectful relationships;



- recognise the importance of safeguarding children, vulnerable adults, and persons at risk;
- identify basic reporting and support pathways for concerns related to abuse, exploitation, discrimination, or unsafe situations;
- explain the basic meaning of social cohesion and recognise the importance of shared responsibility, inclusion, and peaceful coexistence;
- demonstrate awareness of the prevention of radicalisation, extremism, prejudice, and social exclusion.

Content

Unit	Content Area	Indicative Content
7.1	Rights and Responsibilities in Everyday Life	Basic meaning of rights and responsibilities; human dignity; equality before the law; respecting the rights of others; lawful behaviour; responsibilities linked to residence, work, education, family life, public services, public spaces, and community participation.
7.2	Equality and Non-Discrimination	Equal treatment; dignity and respect; discrimination on grounds such as sex, race, colour, ethnic origin, religion or belief, disability, age, sexual orientation, gender identity, and other protected characteristics; recognising discriminatory behaviour; fair treatment in services, workplaces, housing, and public life.
7.3	Gender Equality, Family Diversity and Respectful Relationships	Gender equality; shared responsibilities in family and society; respectful relationships; same-sex marriage; civil unions; diverse family forms; personal boundaries; consent awareness; respect for different identities, beliefs, and lifestyles; equality as part of lawful and respectful participation.
7.4	Children's Rights, Family Responsibilities and Safeguarding	Children's rights; parental and caregiver responsibilities; school attendance; child protection awareness; safeguarding principles; protection of vulnerable adults; recognising abuse, neglect, exploitation, coercion, and unsafe situations; seeking support when concerned.



7.5	Housing, Consumer and Everyday Legal Responsibilities	Rental agreements; tenant and landlord responsibilities; utility bills; responsible use of accommodation; neighbour relations; consumer rights and responsibilities; contracts and agreements; responsible use of public and private services; seeking advice before signing documents when unsure.
7.6	Protection, Reporting and Support Mechanisms	Emergency support services; reporting concerns; protection from abuse and exploitation; support in cases of discrimination, violence, hate crime, labour exploitation, domestic violence, or unsafe living conditions; complaint mechanisms; mediation and dispute resolution; responsible help-seeking.
7.7	Social Cohesion and Shared Responsibility	Meaning of social cohesion; belonging, trust, participation, inclusion, and shared responsibility; three pillars of social cohesion: social inclusion, social capital, and social mobility; building respectful relationships across communities; contributing to peaceful and inclusive communities.
7.8	Prevention of Radicalisation, Hate and Social Exclusion	Understanding prejudice, stereotypes, hate speech, hate crime, extremism, and radicalisation in simple terms; recognising misinformation and harmful narratives; peaceful conflict resolution; respectful disagreement; seeking help if concerned about isolation, manipulation, coercion, or harmful influence; promoting democratic values and peaceful coexistence.

Indicative Teaching and Learning Activities

Providers may deliver this module through:

- rights and responsibilities mapping exercises;
- case-based learning on equality, housing, family, employment, and public services;
- guided discussions on dignity, fairness, and respectful coexistence;
- scenario-based exercises on discrimination, hate speech, exploitation, and reporting pathways;
- group discussions on gender equality, family diversity, and respectful relationships;
- practical exercises on identifying support services and complaint routes;



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- role play on respectful disagreement and conflict resolution;
 - audio-visual learning resources on equality, safeguarding, and social cohesion;
 - collaborative activities on the three pillars of social cohesion;
 - reflection activities on inclusion, belonging, prejudice, and shared responsibility.



Module 8: Employment, Workers' Rights, Occupational Safety and Economic Participation

Phase: Participate – Living, Working and Contributing

Contact Hours: 10

Module Purpose

This module supports learners in understanding employment systems, workers' rights, workplace responsibilities, occupational safety, workplace culture, and economic participation in Malta. It introduces learners to practical knowledge needed to participate responsibly in the labour market, including job-seeking pathways, employment contracts, wages, working conditions, leave entitlements, social security contributions, taxation awareness, workplace conduct, and mechanisms for seeking support.

The module also introduces learners to the role of Jobsplus, the Department of Industrial and Employment Relations, trade unions, and other relevant support structures. It addresses workplace stress, wellbeing, exploitation risks, safe working conditions, and the importance of lawful employment.

The module aims to strengthen learners' confidence in navigating employment, understanding basic workplace rights and responsibilities, recognising unsafe or exploitative situations, and contributing responsibly to Malta's economic and social life.

Learning Outcomes

By the end of this module, learners will be able to:

- identify employment and job-seeking pathways available in Malta;
- recognise the basic roles of Jobsplus, DIER, employers, employees, and trade unions;
- identify basic workers' rights and workplace responsibilities in Malta;
- recognise the importance of written contracts, wages, payslips, working hours, leave, social security contributions, and taxation awareness;
- demonstrate awareness of workplace culture, professional behaviour, communication, punctuality, teamwork, and reliability;
- recognise basic occupational safety principles and the importance of safe working conditions;



- identify signs of labour exploitation, unsafe work, workplace discrimination, or unfair treatment;
- recognise the impact of workplace stress and the importance of wellbeing, support, and responsible help-seeking;
- demonstrate awareness of economic participation, financial independence, and long-term career planning.

Content

Unit	Content Area	Indicative Content
8.1	Employment in Malta and Job-Seeking Pathways	Overview of employment in Malta; common employment sectors; government recruitment portals; job search methods; Jobsplus services; employment registration; recruitment processes; interviews; CV awareness; training schemes; recognising reliable job information; avoiding false job offers and employment scams.
8.2	Employment Contracts, Wages and Working Conditions	Importance of written employment contracts; full-time, part-time, temporary, casual, and self-employment awareness; probation; wages and minimum conditions; working hours; overtime; rest periods; leave entitlements; public holidays; payslips; keeping employment documents; asking questions before signing contracts.
8.3	Workers' Rights and Responsibilities	Basic workers' rights; employee responsibilities; employer responsibilities; lawful employment; social security contributions; taxation basics; reporting income correctly; professional conduct; respecting workplace rules; confidentiality; responsible communication with employers and colleagues.
8.4	DIER, Trade Unions and Support Mechanisms	Role of the Department of Industrial and Employment Relations; accessing employment rights information; complaints and reporting pathways; role of trade unions; collective representation; workplace advice; mediation and dispute resolution; seeking support in cases of unpaid wages, unfair treatment, or unsafe conditions.



8.5	Workplace Culture and Professional Behaviour	Work ethics; punctuality; reliability; teamwork; motivation; respect for workplace rules; communication with supervisors and colleagues; understanding hierarchy and roles; feedback; conflict resolution; managing cultural differences in the workplace; professional boundaries.
8.6	Occupational Safety and Health	Basic occupational safety principles; safe use of equipment; protective clothing and equipment; reporting hazards; accidents at work; workplace risk awareness; health and safety responsibilities of employers and employees; refusing unsafe practices through appropriate channels; knowing where to seek information or support.
8.7	Workplace Stress, Wellbeing and Support	Understanding workplace stress; signs of burnout or distress; balancing work, family, study, and personal responsibilities; harassment and bullying awareness; seeking support; respectful communication; maintaining wellbeing; knowing when to ask for help.
8.8	Economic Participation and Career Development	Financial independence; economic contribution; career planning; transferable skills; lifelong learning; upskilling and reskilling; professional networking; recognising opportunities for progression; long-term employment goals; contribution to Malta's economy and society.

Indicative Teaching and Learning Activities

Providers may deliver this module through:

- CV and job-search exercises;
- workplace scenario discussions;
- simple contract and payslip awareness activities;
- role play on job interviews, workplace communication, and reporting concerns;
- guided discussion on DIER, trade unions, and employment support services;
- case studies on unpaid wages, unsafe work, workplace discrimination, and exploitation;
- occupational safety awareness activities;



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- group discussion on workplace culture, punctuality, reliability, and teamwork;
 - stress-at-work reflection and problem-solving exercises;
 - labour market information activities;
 - professional development and career planning exercises.



Module 9: Health, Wellbeing, Social Security, Pension and Digital Living

Phase: Participate – Living, Accessing Support and Managing Everyday Life

Contact Hours: 10

Module Purpose

This module equips learners with practical knowledge required to manage health, wellbeing, social security, pension awareness, financial responsibility, and digital living in Malta. It supports learners in understanding how to access healthcare services, maintain physical and mental wellbeing, recognise when to seek support, and navigate everyday systems linked to social protection, banking, online services, and personal safety.

The module introduces learners to public and private healthcare access, emergency services, pharmacies, health literacy, mental health support, stress management, social security contributions, basic pension awareness, budgeting, banking, digital identity, online public services, privacy, cybersecurity, scams, misinformation, and responsible digital behaviour.

The module aims to strengthen learners' ability to make informed decisions, access appropriate support, protect themselves from exploitation or misinformation, and participate confidently in everyday life in Malta.

Learning Outcomes

By the end of this module, learners will be able to:

- identify key healthcare services available in Malta, including primary care, emergency care, pharmacies, and specialist pathways;
- recognise the importance of physical health, mental wellbeing, preventive healthcare, and health literacy;
- demonstrate awareness of mental health stigma, stress, adjustment difficulties, and help-seeking pathways;
- identify basic social security services and understand the importance of contributions, records, and eligibility conditions;
- demonstrate basic awareness of pension systems, contribution history, and long-term financial planning;



- identify basic principles of budgeting, banking, responsible spending, and financial planning;
- recognise safe and responsible use of digital platforms, online public services, and digital identity systems;
- identify risks linked to scams, online fraud, misinformation, and unsafe sharing of personal information;
- demonstrate awareness of independent living, informed decision-making, and responsible help-seeking.

Content

Unit	Content Area	Indicative Content
9.1	Healthcare Services in Malta	Public and private healthcare services; health centres; primary healthcare; Mater Dei Hospital; emergency services; pharmacies; specialist referrals; appointments; health documentation; accessing reliable health information; understanding when to use emergency and non-emergency services.
9.2	Health Literacy and Preventive Healthcare	Understanding basic health information; asking questions during appointments; medication safety; preventive healthcare; screening awareness; vaccination awareness; sexual and reproductive health awareness; healthy lifestyles; nutrition, exercise, sleep, and self-care; respecting medical advice and follow-up appointments.
9.3	Mental Health, Stress and Wellbeing	Mental wellbeing and emotional health; migration-related stress; adjustment and loneliness; workplace stress; family stress; stigma around mental health; recognising signs of distress; coping strategies; help-seeking; community and professional support; respectful attitudes towards people experiencing mental health difficulties.
9.4	Social Security and Practical Support	Basic understanding of social security services; social contributions; contribution records; employment history; eligibility depending on status, contributions, means, family situation, disability,



		unemployment, illness, injury, or other circumstances; keeping documents; seeking accurate information from official services.
9.5	Pension Awareness and Long-Term Security	Basic pension awareness; importance of social security contributions; contribution gaps; long-term planning; retirement awareness; understanding that pension eligibility may depend on contribution history and applicable rules; seeking official guidance; planning for future stability.
9.6	Financial Literacy and Money Management	Budgeting; income and expenses; rent, utilities, food, transport, childcare, education, and healthcare costs; banking services; payment methods; saving; responsible spending; responsible borrowing; avoiding debt risks; understanding payslips, taxation basics, and social security deductions.
9.7	Digital Living and Online Public Services	Digital communication tools; email; mobile apps; accessing online public services; digital identity and e-services; online appointments; official websites; storing documents safely; using maps and transport apps; responsible digital participation.
9.8	Online Safety, Scams and Misinformation	Password safety; privacy; protecting personal information; recognising phishing, fraud, fake job offers, false rental advertisements, financial scams, and misinformation; avoiding unofficial advice; checking reliable sources; safe use of social media and messaging platforms.
9.9	Independent Living and Responsible Decision-Making	Time management; personal organisation; planning appointments; balancing work, family, study, health, and responsibilities; problem-solving; knowing when to ask for help; using services responsibly; maintaining wellbeing and long-term stability.

Indicative Teaching and Learning Activities

Providers may deliver this module through:

- healthcare pathway mapping exercises;



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- scenario-based discussions on when to use emergency, primary, or specialist health services;
 - guided discussion on mental health stigma, stress, and help-seeking;
 - budgeting and financial planning activities;
 - simple payslip and contribution-awareness exercises;
 - digital navigation demonstrations using official public service websites;
 - online safety and scam-recognition activities;
 - case studies on healthcare access, social security, banking, and digital fraud;
 - group discussions on wellbeing, prevention, and responsible decision-making;
 - practical simulations on planning appointments, organising documents, and seeking accurate information.



Module 10: Education, Childcare, Family Support and Community Participation

Phase: Participate – Learning, Family Life and Community Contribution

Contact Hours: 10

Module Purpose

This module supports learners in understanding education, childcare, family support, community participation, volunteering, and active citizenship in Malta. It introduces learners to the importance of education for children and adults, parental responsibilities, school attendance, childcare pathways, family support services, lifelong learning, community involvement, and opportunities to participate positively in Maltese society.

The module also strengthens learners' understanding of social cohesion, inclusive communities, social responsibility, and active participation. It explores how individuals and families can build social networks, contribute to local communities, access learning opportunities, and participate in social, cultural, civic, and community life.

The module aims to support learners in recognising education and community participation as central to long-term integration, family stability, personal development, and belonging in Malta.

Learning Outcomes

By the end of this module, learners will be able to:

- identify key education pathways available in Malta for children, young people, and adults;
- recognise the importance of compulsory education, school attendance, parental responsibilities, and communication with schools;
- identify childcare options, family support services, and pathways for seeking guidance when families need support;
- recognise opportunities for adult education, vocational training, language learning, and lifelong learning;
- identify opportunities for community participation, volunteering, and civic engagement in Malta;
- recognise the importance of building positive social networks and meaningful community relationships;



- explain the basic meaning of social cohesion and the importance of inclusion, participation, trust, and social mobility;
- demonstrate awareness of responsible participation, collaboration, and contribution within Maltese society.

Content

Unit	Content Area	Indicative Content
10.1	Education System in Malta	Overview of education in Malta; early years, primary, secondary, post-secondary, vocational, and higher education pathways; state, church, and independent schools; school enrolment awareness; school calendar; language of instruction; communication with schools; respecting school rules and procedures.
10.2	Compulsory Schooling and Parental Responsibilities	Compulsory education; school attendance; punctuality; school communication; homework and learning support; parent meetings; responding to school messages; reporting absences appropriately; children's wellbeing and learning needs; supporting children's integration and participation in school life.
10.3	Childcare and Family Support Services	Childcare services; after-school services; family support; parenting support; support for children with additional needs; safeguarding awareness; knowing where to seek help for family, childcare, school, or child welfare concerns; balancing work, childcare, education, and family responsibilities.
10.4	Adult Education, Training and Lifelong Learning	Adult learning opportunities; language learning; vocational training; digital skills; recognition of prior learning; skills development; education as a pathway to employment, confidence, and participation; lifelong learning and personal development.
10.5	Community Life and Social Networks	Local communities; neighbourhood relationships; community organisations; faith and cultural communities; sports, arts, and social activities; peer support; professional networks; intercultural friendships; building trust and positive relationships.



10.6	Volunteering and Social Contribution	Meaning and value of volunteering; volunteering opportunities; contributing skills and knowledge; community service; social responsibility; benefits of volunteering for confidence, language practice, networking, and belonging.
10.7	Active Citizenship and Civic Engagement	Community participation; local initiatives; public consultations; community decision-making; responsible citizenship; respectful participation in public life; peaceful expression of views; collaboration and shared responsibility.
10.8	Social Cohesion and Inclusive Communities	Meaning of social cohesion; three pillars of social cohesion: social inclusion, social capital, and social mobility; reducing isolation; preventing exclusion; building bridges across communities; participation, trust, respect, and equal opportunity; contributing to inclusive communities.
10.9	Leadership, Collaboration and Social Impact	Teamwork; communication; leadership in community settings; conflict resolution; cooperation; creating positive social impact; recognising personal strengths and using them to contribute to society.

Indicative Teaching and Learning Activities

Providers may deliver this module through:

- education pathway mapping exercises;
- case studies on school attendance, parental communication, and childcare;
- guided discussions on family responsibilities and children's rights;
- group activities on adult learning and skills development opportunities;
- community mapping activities;
- volunteering pathway exploration;
- role play on communicating with schools or community organisations;
- peer discussion on building social networks and overcoming isolation;
- collaborative activities on the three pillars of social cohesion;
- scenario-based learning on active citizenship, volunteering, and community participation;
- reflective activities on belonging, contribution, and social responsibility.



Module 11: Long-Term Residence, Documentation, Integration and Future Planning

Phase: Participate – Long-Term Settlement and Future Planning

Contact Hours: 10

Module Purpose

This module supports learners in consolidating their understanding of the I Belong Cultural Orientation Course and preparing for long-term participation in Malta. It introduces learners to the basic purpose of Long-Term Residence, the importance of documentation, responsible record-keeping, integration requirements, and future planning.

The module enables learners to connect knowledge gained across the programme with their own integration journey, including employment, education, family life, social participation, rights and responsibilities, access to services, and community belonging. It also prepares learners for the structured information session on the Long-Term Residence application process, where detailed procedural guidance will be provided.

The module aims to strengthen learners' confidence, responsibility, resilience, and readiness for long-term settlement in Malta, while encouraging continued personal development, lawful participation, social contribution, and meaningful belonging within Maltese society.

Information relating to legal, administrative, employment, social security, pension, healthcare, and residence procedures shall be delivered as general orientation only and should be aligned with current official guidance issued by the competent authorities.

Learning Outcomes

By the end of this module, learners will be able to:

- recognise the basic purpose and importance of Long-Term Residence in Malta;
- identify general benefits and responsibilities linked to long-term residence and settlement;
- recognise the importance of documentation, record-keeping, attendance, certification, and official communication;
- identify the role of cultural orientation within the wider integration and Long-Term Residence pathway;
- connect learning from the programme to everyday life, work, family, services, rights, responsibilities, and community participation;



- reflect on personal growth, identity, resilience, and belonging within Maltese society;
- identify future goals related to education, employment, family stability, community contribution, and long-term participation;
- demonstrate awareness of responsible planning, help-seeking, and continued integration after course completion.

Content

Unit	Content Area	Indicative Content
11.1	Understanding Long-Term Residence	Basic meaning and purpose of Long-Term Residence; long-term settlement; stability and participation; general benefits such as greater security, continuity, and recognised long-term presence; responsibilities linked to residence, lawful conduct, documentation, and participation.
11.2	Cultural Orientation and Integration Requirements	Role of the I Belong Cultural Orientation Course; attendance requirements; certification; assessment; relationship between cultural orientation and the Long-Term Residence pathway; understanding that requirements may be subject to verification by competent authorities.
11.3	Documentation and Record-Keeping	Importance of keeping official documents safe; residence documents; employment records; payslips; social security contribution records; rental agreements; school documents; health documents; certificates; official letters; copies and digital records; updating contact details; responding to official communication.
11.4	Long-Term Residence Application Awareness	General awareness of the application process; importance of checking current official requirements; common documentation issues; avoiding misinformation; using official sources; seeking guidance when unsure; preparation for the structured information session on the Long-Term Residence application process.
11.5	Integration Journey and Personal Reflection	Reflecting on learning across the programme; identity and belonging; cultural adjustment; personal strengths; challenges and



		achievements; resilience; adapting to change; maintaining one's cultural identity while participating in Maltese society.
11.6	Future Planning and Personal Development	Setting future goals; education and training plans; employment and career development; family stability; financial planning; social participation; community involvement; lifelong learning; responsible use of services and opportunities.
11.7	Social Participation and Belonging	Building meaningful relationships; contributing to community life; volunteering; civic participation; respectful coexistence; inclusion; social cohesion; developing a sense of home and belonging; recognising one's role in Maltese society.
11.8	Continued Integration After the Course	Maintaining knowledge and confidence after course completion; knowing where to seek accurate information; continued engagement with services, education, employment, and community structures; responsible help-seeking; understanding integration as an ongoing process.

Indicative Teaching and Learning Activities

Providers may deliver this module through:

- guided reflection on the overall integration journey;
- documentation checklist activities;
- scenario-based exercises on record-keeping and official communication;
- group discussion on Long-Term Residence benefits and responsibilities;
- future-planning and goal-setting exercises;
- personal development planning activities;
- peer discussion on belonging, resilience, and participation;
- case-based learning on avoiding misinformation and using official sources;
- programme consolidation activities;
- preparation activity for Module 12: Educational Visit 2 on contemporary Malta, creativity, innovation, development, and future participation.



Module 12: Educational Visit 2 – Embracing our Future – Contemporary Malta, Creativity, Innovation and Development

Phase: Experiential/Integrated

Contact Hours: 5

Timing: Towards the end of the programme

Module Purpose

This educational visit enables learners to connect the knowledge gained throughout the programme with contemporary Malta and its ongoing social, cultural, educational, economic, creative, scientific, and technological development.

The visit supports learners in understanding Malta as a modern democratic society shaped by education and skills, creativity, innovation, enterprise, cultural regeneration, science, technology, environmental responsibility, community participation, and future planning.

Educational institutions shall select one site from the approved list below. The selected site shall be appropriate to the learning outcomes of the module and shall be subject to site availability, accessibility, group size, opening hours, booking requirements, health and safety considerations, and any required permissions.

Learning Outcomes

By the end of this module, learners will be able to:

- identify key features of contemporary Malta, including creativity, innovation, education, skills, enterprise, science, technology, culture, and development;
- recognise how cultural, educational, creative, scientific, and economic spaces contribute to Malta's present and future development;
- connect learning from the course with real-life examples of participation, work, learning, creativity, innovation, and social contribution in Malta;
- reflect on the relationship between Malta's past, present, and future;
- demonstrate respectful behaviour in civic, educational, cultural, creative, enterprise, scientific, and public learning environments;
- reflect on their own integration journey, future participation, responsibilities, and sense of belonging in Malta.



Approved Educational Visit 2 Sites - Contemporary Malta, Creativity, Innovation and Development

Theme	Approved Sites
Science, discovery and future learning	Esplora Interactive Science Centre
Crafts, enterprise and Maltese production	Ta' Qali Artisan Village; Mdina Glass
Contemporary culture and creative participation	Spazju Kreattiv; MUŻA; MICAS
Design, regeneration and creative industries	Valletta Design Cluster
Innovation, research and future economy	Malta Life Sciences Park
Education, skills and employability	MCAST Main Campus; University of Malta Msida Campus

Indicative Teaching and Learning Activities

Providers may deliver this module through:

- guided visit to an approved contemporary, creative, educational, scientific, enterprise, or innovation-related site;
- guided discussion on contemporary Malta, development, creativity, innovation, and future participation;
- observation and interpretation tasks;
- group discussion on education, work, enterprise, science, culture, sustainability, and civic responsibility;
- practical reflection on Malta's past, present, and future;
- learner reflection on personal goals, integration, participation, and belonging;
- post-visit classroom discussion;
- short reflective writing activity or oral reflection.



Structured Information Sessions

Total Scheduled Contact Hours: 10

Components: Two structured information sessions

Programme Phase: Integrated across Discover, Connect and Participate

Purpose of the Information Sessions

The programme includes two structured information sessions designed to provide learners with direct, practical guidance from relevant institutional or specialist stakeholders. These sessions support classroom learning by connecting learners with practical information on employment rights, workplace responsibilities, and Long-Term Residence procedures.

Learners must attend at least one structured information session as part of the internal assessment and experiential learning requirement.

Component	Timing	Theme	Indicative Focus
Information Session 1	After Module 8	Employment Rights and Obligations	Employment contracts, wages, leave, working conditions, occupational safety, workplace stress, reporting mechanisms, dispute resolution, and the role of trade unions
Information Session 2	Towards the end of the programme	Long-Term Residence Application Process	Eligibility, documentation, cultural orientation certification, attendance requirements, final centralised examination requirements, application procedures, common errors, rights, responsibilities, and practical guidance for Long-Term Residence applicants

The information sessions are intended to provide learners with direct, practical guidance from relevant institutional or specialist stakeholders on employment rights and long-term residence processes.



Information Session 1: Employment Rights and Obligations

Indicative Contact Hours: 5

Linked Modules: Module 8 and, where relevant, Module 7

Theme: Employment rights, workplace responsibilities, occupational safety and support mechanisms

Purpose

This information session provides learners with practical awareness of employment rights, workplace responsibilities, occupational safety, reporting mechanisms, and available support structures in Malta. The session should include input from the Department of Industrial and Employment Relations, where possible, and a trade union or relevant workers' rights representative.

The session is intended to help learners understand where to seek reliable information and support in relation to employment contracts, wages, leave, working conditions, workplace stress, occupational safety, discrimination, exploitation, and dispute resolution.

Learning Outcomes

By the end of this session, learners will be able to:

- recognise the basic role of DIER in relation to employment rights and working conditions;
- identify the basic role of trade unions and worker representation;
- recognise key employment-related issues such as contracts, wages, leave, working hours, payslips, and termination;
- demonstrate awareness of occupational safety and health responsibilities;
- recognise workplace stress, bullying, harassment, exploitation, and unfair treatment as issues that may require support;
- identify appropriate reporting, advice, or support pathways for workplace concerns.

Indicative Content

Content Area	Indicative Focus
DIER and Employment Rights	Role of DIER; employment conditions; contracts; wages; leave; working hours; termination; payslips; complaints and guidance.
Trade Union Awareness	Role of trade unions; worker representation; collective support; advice; advocacy; responsible engagement with worker organisations.



Occupational Safety and Health	Safe working conditions; protective equipment; reporting hazards; accidents at work; employer and employee responsibilities.
Workplace Stress and Wellbeing	Workplace stress; bullying; harassment; discrimination; exploitation; seeking help; communicating concerns responsibly.
Reporting and Support Pathways	Where to ask for help; how to prepare documents; complaint routes; official information sources; avoiding misinformation.

Indicative Teaching and Learning Activities

Providers may deliver this information session through:

- invited presentation by DIER or employment rights representative;
- invited presentation by trade union or workers' rights representative;
- question-and-answer session;
- case examples on workplace problems;
- simple contract or payslip awareness activity;
- guided discussion on reporting concerns;
- reflection activity on employment rights and responsibilities.



Information Session 2: Long-Term Residence Application Process

Indicative Contact Hours: 5

Linked Modules: Module 1, Module 4, and Module 11

Theme: Long-Term Residence, documentation, application preparation and official procedures

Purpose

This information session provides learners with practical awareness of the Long-Term Residence application process in Malta. It reinforces the classroom content on cultural orientation, documentation, residence-related responsibilities, and future planning.

The session should focus on helping learners understand the importance of checking current official requirements, preparing documents carefully, meeting attendance and certification requirements, following official procedures, and avoiding misinformation. It should not replace legal advice where specialist support is needed, but should provide accurate general guidance on the process and common practical issues.

Learning Outcomes

By the end of this session, learners will be able to:

- identify the general purpose of Long-Term Residence in Malta;
- recognise the importance of cultural orientation certification within the integration pathway;
- identify common types of documentation that may be relevant to long-term residence preparation;
- recognise the importance of official information, accurate records, and timely communication;
- identify common errors or risks in application preparation;
- recognise where to seek accurate guidance or support when unsure;
- demonstrate awareness of responsibilities linked to long-term residence and continued integration.



Indicative Content

Content Area	Indicative Focus
Purpose of Long-Term Residence	Long-term settlement; stability; participation; rights and responsibilities; relationship with integration requirements.
Cultural Orientation and Certification	Attendance requirement; successful completion; certificate; assessment; role of course completion in the wider LTR pathway.
Documentation Awareness	Residence documents; employment records; social security contribution records; accommodation documents; education and family documents where relevant; keeping copies.
Application Preparation	Checking current official requirements; avoiding incomplete applications; responding to official communication; using official sources.
Common Errors and Risks	Missing documents; outdated information; misinformation; unofficial advice; late responses; inconsistent records.
Guidance and Support	Where to seek information; relevant authorities; integration support; service navigation; responsible help-seeking.

Indicative Teaching and Learning Activities

Providers may deliver this information session through:

- structured presentation on the Long-Term Residence process;
- documentation checklist activity;
- question-and-answer session;
- scenario-based discussion on common application mistakes;
- activity on identifying official sources of information;
- guided reflection on responsibilities linked to long-term settlement;
- preparation of a personal document organisation plan.



Annex II: Assessment Framework

1. Purpose of Assessment

The assessment framework is designed to ensure that, together with other skills and experiences, learners possess the necessary tools that will support their integration pathway. In addition, it ensures that they have meaningfully engaged with the *I Belong Cultural Orientation* course and have developed the foundational knowledge, practical awareness, and civic understanding required for long-term participation in Malta.

Assessment shall measure learners' understanding of Malta's social, cultural, historical, economic, democratic, legal, and civic environment, as well as their awareness of rights, responsibilities, public services, equality, employment, education, health, social cohesion, and long-term residence requirements.

Assessment shall be equivalent to MQF Level 2 and shall use accessible, fair, and adult-learner-centred methods that recognise the diverse educational, linguistic, cultural, and professional backgrounds of participants.

2. Assessment Structure

Assessment within the programme shall consist of:

1. **Continuous Internal Assessment**, conducted by the educational institution throughout the course; and
2. **Final Centralised Examination**, administered by the Department of Examinations in accordance with the requirements established under the I Belong Programme.

The assessment structure shall support both continuous learner engagement and standardised evaluation of core knowledge and understanding.

Assessment Component	Weighting
Internal Assessment	20%
Final Centralised Examination	80%
Total	100%



Attendance is a mandatory eligibility requirement and shall not form part of the academic grade.

3. Internal Assessment

Internal assessment shall be conducted throughout the programme to support adult learner engagement, monitor progress, reinforce learning outcomes, and encourage practical application of course content.

Internal assessment may include:

- participation and classroom engagement;
- reflective learning activities;
- individual or group tasks;
- scenario-based and case-based exercises;
- practical service-navigation activities;
- short presentations or group discussions;
- portfolio-based or worksheet-based activities;
- educational visit reflection;
- information session reflection.

Internal assessment should assess learners' ability to understand and apply course content in everyday situations, rather than relying only on memorisation.

4. Internal Assessment Weighting

Internal Assessment Component	Weighting
Participation and classroom engagement	5%
Reflective learning activities	5%
Group presentations, assignments, or collaborative tasks	5%
Portfolio, practical activities, educational visit or information session reflection	5%
Total Internal Assessment/Course Participation	20%



5. Participation and Classroom Engagement

This component assesses learners' active involvement in the learning process. It may include active engagement, punctuality, respectful participation, contribution to discussions, listening to others, cooperation in group work, and engagement with classroom activities.

Participation should be assessed in a fair and inclusive manner, taking into account that learners may have different levels of language confidence, educational background, and public speaking ability.

6. Reflective Learning Activities

Reflective learning activities shall encourage learners to connect course content with their own experiences, integration journey, responsibilities, and future participation in Malta.

Reflection activities may include short written reflections, oral reflections, guided worksheets, learner journals, or structured classroom exercises on topics such as:

- culture and integration;
- rights and responsibilities;
- equality and respectful coexistence;
- service access;
- employment and family life;
- community participation;
- long-term residence and future planning.

7. Group Presentations, Assignments or Collaborative Tasks

Learners may complete group-based or individual tasks that demonstrate understanding of selected themes from the curriculum. These may include short presentations, posters, role plays, scenario responses, community mapping exercises, service-navigation tasks, or group discussions.

Suggested themes may include:

- accessing public services in Malta;
- rights and responsibilities in everyday life;
- employment rights and workplace safety;
- education and childcare responsibilities;



- healthcare, wellbeing, and social security awareness;
- community participation and social cohesion;
- Long-Term Residence preparation.

8. Portfolio, Practical Activities and Experiential Reflection

This component may include practical and applied learning tasks completed during the course. These may involve:

- documentation checklist activities;
- service-navigation worksheets;
- budgeting or planning exercises;
- simple case-study responses;
- digital safety exercises;
- education or employment pathway mapping;
- educational visit reflection;
- information session reflection.

Learners are required to attend **at least one educational visit module and one information session** as part of the experiential learning component. Reflection on these activities may contribute to the internal assessment.

9. Final Centralised Examination

Upon successful completion of the required attendance and internal assessment components, learners shall sit for a final centralised examination administered by the Department of Examinations, in accordance with the requirements established under the I Belong Programme.

The final centralised examination shall be conducted in the form of a written examination. It shall be based on the approved I Belong Cultural Orientation Course curriculum and shall assess learners' understanding of the modules, learning outcomes, and core integration-related content.

The final centralised examination shall:

- 5.9. be conducted in English;
- 5.10. consist of fifty (50) multiple-choice questions;
- 5.11. allocate two (2) marks for each question;



- 5.12. carry a total of one hundred (100) marks;
- 5.13. have a duration of one (1) hour;
- 5.14. be administered by the Department of Examinations;
- 5.15. be held on designated dates and at venues determined by the Department of Examinations.

The final centralised examination shall be subject to the regulations and procedures established by the Department of Examinations.

Educational institutions shall apply and pay the applicable fee of sixty (60) Euros for the final centralised examination on behalf of learners, as instructed by the Contracting Authority.

Following successful application and payment, learners shall receive examination details, including the allocated index number, examination date, examination time, examination venue, and applicable examination regulations, as determined by the Department of Examinations.

A sample examination paper and related marking scheme shall be published on the Department of Examinations website once made available.

10. Attendance Requirement

Attendance is a mandatory eligibility requirement and shall not form part of the academic grade.

In accordance with S.L. 217.05, learners are required to complete a minimum of one hundred (100) verified contact hours in order to successfully complete the course.

The programme is scheduled over a minimum of one hundred and twenty (120) contact hours to provide reasonable flexibility for adult learners who may face unavoidable barriers to attendance, including illness, employment obligations, family responsibilities, childcare, travel, caring duties, or other exceptional circumstances.

The additional scheduled hours do not reduce or replace the statutory requirement. Learners must still complete the required minimum of 100 verified contact hours.

11. Results and Revision of Papers

Each candidate shall receive the individual result within the timeframe established by the Department of Examinations.

Candidates may request a revision of papers following the publication of results, in accordance with the procedures established by the Department of Examinations.



Any applicable revision fees shall be paid directly to the Department of Examinations by the learner and/or educational institution, including through servizz.gov one-stop shops where applicable.

If the revision results in a change of marks, the revision fee shall be refunded in accordance with the applicable procedures of the Department of Examinations.

The outcome of the revision process shall be final and not subject to appeal.

12. Pass Requirements

To successfully complete the programme, learners shall:

- complete the mandatory attendance requirement of one hundred (100) verified contact hours;
- successfully complete the internal assessment requirements/course participation requirements;
- attend at least one educational visit module and one information session;
- sit for the final centralised examination;
- achieve an overall minimum pass mark of seventy-five percent (75%).

The overall pass mark shall be calculated using the combined weighting of internal assessment and final centralised examination.

Component	Weighting
Internal Assessment	20%
Final Centralised Examination	80%
Total	100%
Overall Minimum Pass Mark Required	75%



13. Resits, Incomplete Attendance, and Repetition of Missed Components

Learners who do not meet the minimum attendance requirement of one hundred (100) verified contact hours shall not be deemed to have successfully completed the course. Institutions shall clearly inform learners of any available arrangements for repeating missed sessions, subject to programme requirements, institutional capacity, and applicable fees declared in the approved cost structure.

Requests for revision of examination papers may be submitted directly to the Department of Examinations, in accordance with the applicable procedures established by the Department.

14. Assessment Principles

Assessment shall be guided by the following principles:

- Fairness: learners shall be assessed using clear criteria and accessible methods.
- Relevance: assessment tasks shall reflect the programme learning outcomes and real-life integration needs.
- Accessibility: assessment shall be appropriate to MQF Level 2 and sensitive to learners' diverse backgrounds.
- Practical application: learners shall be encouraged to apply knowledge to everyday situations in Malta.
- Consistency: assessment criteria shall be applied consistently across learners and course groups.
- Respect and inclusion: assessment shall promote dignity, participation, equality, and non-discrimination.
- Academic integrity: assessment shall be conducted honestly, transparently, and in line with institutional procedures.
- Standardisation: the final centralised examination shall support consistency across all authorised educational institutions.